**Unit Plan**

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| **Department:** | | **World Languages** | |
| **Course:** | | **Spanish 2 Native Speakers** | |
| **Theme:** | | **Personal and Public Identities** | |
| **Topic:** | | **Gender Roles, Occupation, Family obligations** | |
| **Learning Scenario** | | Students will identify what roles they have as a male or a female and compare those roles with previous generations. Students will also analyze how roles are defined via the media, education, occupations, etc.  I would more detail here. | |
| **Standard(s):** | | Goal 29 | |
| **Desired Results** | | | |
| **Understandings** | | * Gender is a social construct * Gender roles change over time * Language and the media can perpetuate roles in society * Many people have paved the way for gender equality | |
| **Essential Questions** | | * How is my gender defined? * What factors cause gender roles to change for the better or worse? * Who in society has attempted to bridge the gap in gender inequalities? * Why is gender equality important? | |
| **Skills / Functions**  what students will know and be able to do | | | **Knowledge**  what students will need in terms of vocabulary and structures to demonstrate their knowledge |
| Identify and compare traditional gender roles in Latin America and the US | | | What are the questions and sentence frames that go with these words…Gender vocabulary (gender, sex, equality, gender roles, feminism, suffrage, machismo, double standards)  Vosotros how does this apply here, when you list the questions and answers they would require the use of vosotros  Comparatives |
| Analyze and comment on how language and media promote certain gender roles. | | | Present tense  include the questions and answers that they need to do this |
| Compare and contrast different gender roles between different generations | | | Compare/contrast essay structure.  Include the words/phrases they need to do this essay well, to build a good paragraph  Introduction/conclusion paragraph structure. |
| Identify difficulties that famous people have overcome to break with traditional gender roles. | | | Present tense  Gender vocabulary (stereotype, discrimination)  what other words – challenge, obstacle, poverty, alienation, lack of friends, bullying - |
| Analyze the impact of the feminist movement in the US. | | | Title 9, women’s suffrage, proposition 8  include new vocabulary that they need to explain each of these |
| Comprehend and interpret authentic texts  this applies to everything, it’s better to focus on one aspect…..how does the author build the character | | | Summarizing and questioning strategies  again what are you wanting them to use that they aren’t currently using |
| **Assessment Evidence** | | | |
| **Performance Task Summary**  **(Integrated Performance Assessment)** | | | |
| Interpretive | Analyze an advertisement and write a reflection on what gender role is being promoted utilizing specific vocabulary. | | |
| Interpersonal | The gender topic is perfect for a debate- the role of women, equal pay, stay-at-home moms/dads | | |
| Presentational | Interview (whom?) and write a compare/contrast essay about gender roles differences between generations. | | |
| **Formative Assessments** | | | **Other Summative Assessments** |
| * Compare/contrast outline between Franco letter and women’s roles in society today. | | | * Autobiography that includes the cultural vocabulary |
| Learning Activities | | | |
| * Group writing | | | |
| Resources | | | |
| Cristina Saraleguí video  Cristina Saraleguí reading  Roberto Clemente Reading  Sor Juana biographical Reading  Sor Juana *Hombres necios*  Oscar de la Renta Reading  Franco administration letter  *Resguardo* play excerpt  Mario Benedeti *Una carta de amor*  Song by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |